

The Student Will...

Objective(s)	Alignment	Essential Questions	Understandings	Suggested Assessments
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.1.3	How does literature enrich your life?	Good readers employ strategies to help them understand text.	Standardized achievement tests
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.2.3	Why do people from different cultures sometimes say, write and do things differently than I do them?	Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the texts.	Teacher generated tests/quizzes
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3	How does literature enrich your life?		Authentic assessments
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.3	How does understanding a text’s structure help me better understand its meaning?		Self assessment
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.5.3			Peer assessment
Distinguish their own point of view from that of the narrator or those of the characters.	RL.6.3			Portfolio
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.	RL.7.3			

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.9.3			
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL.10.3			
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.1.3			
Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.2.3			
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.3.3			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area	RI.4.3			
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.5.3			
Distinguish their own point of view from that of the author of a text.	RI.6.3			

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.7.3			
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.8.3			
Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.9.3			
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.10.3			
Read with sufficient accuracy and fluency to support comprehension.	RF.4.3			
Read on-level text with purpose and understanding.	RF.4.3			
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	RF.4.3			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.3			
Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.1.3			
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that	W.1.3			

lists reasons.				
Provide reasons that support the opinion.	W.1.3			
Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.1.3			
Provide a concluding statement or section	W.1.3			
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.2.3			
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W.2.3			
Develop the topic with facts, definitions, and details.	W.2.3			
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.2.3			
Provide a concluding statement or section.	W.2.3			
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.3.3			
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.				
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the				

response of characters to situations.				
Use temporal words and phrases to signal event order.				
Provide a sense of closure.				
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	W.4.3			
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.3			
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.6.3			
Conduct short research projects that build knowledge about a topic.	W.7.3			
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.8.3			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.10.3			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and	SL.1.3			

expressing their own clearly.				
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SL.1.3			
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.1.3			
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	SL.1.3			
Explain their own ideas and understanding in light of the discussion	SL.1.3			
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.3			
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3			
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.3			
Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and	SL.4.3			

provides a strong conclusion.				
Recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.	SL.4.3			
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.5.3			
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.6.3			